Residency Evaluation of Jessica Torres

Observation of Candidate **Jessica Torres**

* Teacher: **Sonya Williams**
* Observation Type: **3**

**Planning**

* Instructional Plans: **3 At Expectations**   **Evidence:** Goals aligned to state content standards
* Student Work: **3 At Expectations**   **Evidence:** Work required students to interpret information and draw conclusions
* Assessment: **3 At Expectations**   **Evidence:** Assessment plans are alligned with State standards

**Environment**

* Expectations: **3 At Expectations**   **Evidence:** Teacher set high expectations for students & created learning opportunities
* Managing Student Behavior: **3 At Expectations**   **Evidence:** Students were well behaved and on task
* Environment: **3 At Expectations**   **Evidence:** Organized and welcoming to students
* Respectful Culture: **3 At Expectations**   **Evidence:** Teacher-student interactions are friendly and respectful

**Instruction**

* Standards and Objectives: **3 At Expectations**   **Evidence:** Objected stated and written on board
* Motivating Students: **3 At Expectations**   **Evidence:** Teacher recognizes correct answers & effort
* Presenting Instructional Content: **3 At Expectations**   **Evidence:** Examples and modeling of expected work
* Lesson Structure and Pacing: **3 At Expectations**   **Evidence:** ;Lesson starts promptly and paced so that students can work at different rates
* Activities and Materials: **3 At Expectations**   **Evidence:** Lesson supports objective
* Questioning: **3 At Expectations**   **Evidence:** Questions were puposeful with instructional goals
* Academic Feedback: **3 At Expectations**   **Evidence:** Teacher circulates during instructional practice
* Grouping Students: **3 At Expectations**   **Evidence:** Students worked with partners on activity
* Teacher Content Knowledge: **3 At Expectations**   **Evidence:** Teacher displayed accurate content knowledge
* Teacher Knowledge of Students: **3 At Expectations**   **Evidence:** Understanding of students who need extra help
* Thinking: **3 At Expectations**   **Evidence:** Teacher thoroughly teaches one type of thinking
* Problem Solving: **3 At Expectations**   **Evidence:** Activities that involve problem solving -Drawing conclusions/Justifying solution -categorization

**Responsibility**

* The candidate is prompt. **4**   **Evidence:** Arrived early each day
* The candidate is prepared. **4**   **Evidence:** Prepared lesson ahead of time for mentor teacher to review
* The candidate actively supports school-based activities or events. . **3 At Expectations**   **Evidence:**
* The candidate performs appropriately under stressful conditions. . **3 At Expectations**   **Evidence:**
* The candidate adheres to school or district policies and procedures for personnel.  **3 At Expectations**   **Evidence:** Followed school rules

**Reflection**

* The candidate engages in thoughtful and accurate self-assessments of his/her instructional performance. . **3 At Expectations**   **Evidence:**
* The candidate seeks feedback from various sources for the purpose of improving his/her instructional performance. . **3 At Expectations**   **Evidence:**
* The candidate seeks multiple sources of information regarding student data to inform and guide instruction and support decisions. . **3 At Expectations**   **Evidence:**
* The candidate takes action to improve his/her performance. . **3 At Expectations**   **Evidence:**

**Scholarship**

* The candidate demonstrates an interest in his/her grade level/subject matter/ or discipline. . **3 At Expectations**   **Evidence:**
* The candidate attempts to integrate appropriate research-based instructional practices. . **3 At Expectations**   **Evidence:**
* The candidate communicates the value and importance of learning. . **3 At Expectations**   **Evidence:**
* The candidate models the importance of life-long learning.  **3 At Expectations**   **Evidence:**

**Communication**

* The candidate communicates effectively with others (written and orally). . **3 At Expectations**   **Evidence:**
* The candidate listens and responds appropriately to others. . **3 At Expectations**   **Evidence:**
* The candidate expresses enthusiasm for his/her grade level/subject matter/or discipline. . **3 At Expectations**   **Evidence:**

**Respect**

* The candidate demonstrates a sensitivity to and understanding of community and cultural norms. . **3 At Expectations**   **Evidence:**
* The candidate recognizes and values the diverse needs, interests, and talents of others. . **3 At Expectations**   **Evidence:**

**Collaboration**

* The candidate works collaboratively to contribute to a safe and orderly learning environment. . **4**   **Evidence:** Involved in working one on onw with students, planning, & grading
* The candidate engages in discussions and/or actions with others to discover and/or solve problems. . **3 At Expectations**   **Evidence:**
* The candidate develops and maintains positive relationships with students, mentoring teachers, and others. . **4**   **Evidence:** Positive role model for students.

**Areas of Strength:** Initiative-took on responsibilities without being told.

**Area(s) to Improve:** Teacher-voice-which will come with experience

**Additional Comments:**Jessica was such an asset to our classroom.

------ End of Forwarded Message